**Prior to our Author’s Chair Presentations this week and next week I would like us to discuss how historical narratives could be used in our classrooms. This week we will explore how we can use these fictional historical narratives and non-fiction narratives in our elementary and secondary classrooms.**

***Each group will* provide a summary with examples that highlight the key ideas from the two Chapter 10 sections listed below. Additionally, find one lesson plan and/or instructional activity that provides an exemplar for the learning strategies that can be used with literature and the creation of historical narratives as authentic assessments in social studies. For these examples, be sure to include any assessment rubrics that are used with either the learning activities or assessments. Please hyperlink these two lessons and describe how they support the use of learning strategies and assessments described in these two sections.**

**Chapter 10 section: *I Did Not Panic: Creating Historical Narratives* (p. 118)**

The section mainly talks about unpacking primary sources and writing narratives. The section insinuates that though some types of primary sources can be difficult for elementary students to fully comprehend, first-person narrative primary sources tend to connect well with elementary students. Additionally, students who create their own literary narratives can benefit from the opportunity because students tend to take a surface-view of history, instead of grasping the motives of historical people, groups, and events. This can be done through analyzing or “decoding” primary sources via discussions lead by essential and probing questions. Also, students should eventually be able to identify the purpose of various types of primary sources, so they may do the same activities on their own. The book recommends closing each lesson with a narrative writing on what students’ learned. This helps the teacher figure out what the students gained from the lesson and allows students to “become” people from history.

Learning Activity (NO ASSESSMENT RUBRIC): <http://docsteach.org/activities/72/detail?mode=browse&menu=closed&era%5B%5D=postwar-united-states>

This activity has students analyzing/decoding a primary source picture by answering the question: *What descriptive word or phrase comes to mind when looking at this photograph?* A discussion can be held centered on this question and the reasoning behind why each student chose the descriptive word they did. Furthermore, the activity continues, having students imagining themselves as the person in the picture and answering the questions: *Where are you right now?* and *Why are you there?* Students could write the answers to these questions to create a narrative.

**Chapter 10 section: *Analyzing Students’ Historical Narratives* (p. 120).**

In chapter 10, we talk about Analyzing student’s historical narratives.  Through out this passage, we have a teacher named Pamela who is trying to figure out what the most important pieces are in a students work to accurately asses the students.  While you should assess all of the students work, you should put more emphasis on assessing the student’s message and content of the students work.  This would include the use of sources for interpretations, and the completeness of the interpretations.  As a teacher, we need to be able to relate and adapt literacy strategies to historical writing to help assess.  This will help the teacher look at the full context of the students work.  The teacher can use projects such as dioramas that make the students look and focus not only on the main point, but the whole image around the main point.  Along with the project, you can have students come up with an argument on why this piece of history is important, along with if it was historically plausible.  It is important in the development of any mature historical understanding that learners can see history as a human enterprise made up of interpretations, subject to revision, and expressed through multiple history genres.

Learning Activity (NO ASSESSMENT RUBRIC):

<http://docsteach.org/activities/20781/detail?mode=browse&menu=closed&thinking_skill%5B%5D=historical-analysis-interpretation&sortBy=title>

         This lesson plan would be good for a student project to help analyze students historical narratives.  Within this lesson, questions are asked for the students to look at a photo, and describe what is in the photo.  Some of the questions for the students to answer are:

·      What do you think is happening in this image?

·      What do the men appear to be standing next to?

·      What is the mood of the image?

·      You're only seeing part of this drawing — what do you think the rest of it is about?

These are good investigative questions that the students would have to answer in order to come up with their own narrative on the historical contexts of the photo.